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TRAINING SCHOOL BULLETIN

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Suggestions for the Classification of Defective Children in Correctional Institutions

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Since it is not possible for me to take up the definite subject—The Classification of Defective Children in Correctional Institutions—I will devote my suggestions to the classification of defective children in institutions, giving you some idea as to the tools we have found valuable, hoping that at least a few of the suggestions will be applicable to those of you interested in the development, care, and supervision of correctional institutions.

In any grouping we find variations—this is a known scientific fact for there are no two things alike in every single particular. We have but to witness the natural classification which takes place—sometimes called "natural selection." This works in every grouping of society. Assisting, not opposing this, we find "artificial selection" which to a large degree is merely classification.

For the successful operation of any enterprise we need classification, we need to place the various units into the places in which they will best function to the advantage of the entire group. This, then is the basis upon which any institution may be expected to fulfill its intended purpose.

Classification is necessary if we are to give the best possible training to the child and training means the building up of the personal resources of the individual. Classification means in the first place an intensive study of the child. Each child must be treated as an individual problem for he is entitled to the best possible consideration

*The writer wishes to gratefully acknowledge his debt to Alice Morrison Nash, Principal of the School Department and S. D. Porteus, Director of Research—The Training School from whose published works and experience he has drawn so freely.

so that he may find his place in—as one mother wrote—"some society." If he is not normal in mental level or mental stability this may mean a society in a supervised simplified environment within the walls of an institution. You and I believing we approach normality have found our niche due to the classifying influence of our environment linked with our knowledge of ourselves—the application of Socrates "Know Thyself" but such is not the case with children constituting the population of our institutions.

Cottage placement with mental defectives is not a mere matter of noting the chronological age or the mental age and the assignment to a certain cottage or group. Mental age and chronological age, generally speaking, have but little value, for all of a certain level do not have the same interests nor the same degree of stability, although at the upper and lower limits of the range of mentality in an institution for defectives this has the most influence. Crippled or paralyzed children should be placed in a cottage by themselves unless a large group is present, then additional subdivision may be necessary. Those possessing vicious sex habits should be placed in a group where active attention may be given them.

It is always a good plan to place children who through long residence or similarity of occupation have become a congenial group in a cottage or on a floor together. An Honor Cottage should be in a class by itself where boys or girls may be given some advantages not given to all children. We have found that such a cottage is of great value, particularly in a disciplinary way for our boys look forward to the time when they may be assigned to "Elm Cottage"—our Honor Cottage—and after they are once there, should they prove problems or break any of the rules of the Institution, to take away the privilege of living there is one of the most satisfactory methods of punishment which we may use. Children having delinquent tendencies should not be placed in a cottage where they will unduly influence the younger children for too often this type of child is a leader and is quickly "aped" by the other children in his group.

There is a definite class of defective delinquents and so in order to safeguard the ordinary defectives—the slow moving, plodding type of child—it is well that the defective delinquent be segregated insofar as is possible. We must take into consideration the previous social status of the child, for to remove a child from surroundings where he has been accustomed to every advantage and place him in a group of the lower class will too often have the opposite effect, making his

adjustment hard and him a problem, due to misplacement. He will be deprived of many things at the very outset of his residence but it is well not to make this deprivation too great if we are to get the best from the child. Especially excitable or psychopathic children should be given special attention. This does not mean that all of this type should be placed on one floor or in one cottage for there is a limit to the number of this type that any group can assimilate.

This classification as to cottage grouping moreover should not be made in a haphazard manner. The best possible method is to call in all those who have come in contact with the child and then decide as to the best possible place for him. At Vineland these persons are—the school director, the head of the hospital and a member of the laboratory staff. These three persons have had an opportunity to study the child under different conditions and so each names a cottage or a floor and unless there is a serious disagreement a vote of two to one will place the child. If the case should present any serious difficulty it is considered by the executive staff of twelve officers of the school.

In the case of school classification there are likewise many points to be considered, probably the greatest of which is at what stage a child becomes unfit for educational training. The seriousness of this is more noticeable in an institution the type of Vineland, than in the correctional institutions, although the same situations may easily arise in any institution. I mean by this—the demands of the parents who cling to the hope that by some unknown means their child may be taught to read and to write and to do arithmetical problems. For it is a hard thing to convince any parent that his child is defective and will not be able to learn even the simplest of academic processes.

But first as regards the grouping by classes. Generally speaking Binet mental age should be used as the basis of class grouping but many other things must be taken into consideration. The first index will be the mental age and in a group of school children numbering 200 we have found this to be a satisfactory measuring stick with all except probably ten children. These children, because of special aptitudes or distinct likes and dislikes, will not fit into the class of their mental age in spite of everything. Because a child classifies with a certain group in all but one or two subjects is not sufficient reason to place him in a lower group for it is better to have him get as much as possible out of a class than to have him in a group wherein he will be the disturbing element because he will not temperamentally fit into the class.

There are some children—and with the defectives this seems to be a majority—who are more fitted to receive industrial or manual training than academic training. These children should be given most training along manual lines. They should be taught to do with their hands, to work concretely and not abstractly. For this type of child the Porteus mental age is more valuable than the Binet mental age. We have found with a group of girls that a correlation of .75 exists between the Porteus and Industrial capacity while there is a correlation of .66 between the Binet and Industrial capacity. Between the Porteus and Educational capacity the coefficient of correlation is .59 while between the Binet and Educational capacity the correlation is .81. In a group of boys the correlations were—

Porteus and Industrial capacity	.67
Binet and Industrial capacity	.62
Porteus and Educational capacity	.27
Binet and Educational capacity	.64

Correlations made with success in woodwork again indicated the superiority of the Porteus maze tests in giving us advance information as to their success as compared with the Binet mental age. The Porteus mental age and success in woodwork had a coefficient of .72 as compared to that of .60 between the Binet and success in woodwork. With a group of girls the difference between the correlation of the two tests and success in needlework was not marked—Porteus giving us a coefficient of .88 and Binet a coefficient of .84.* Generally speaking however, we may rely upon the Binet mental age to give us an idea as to the probable success in academic subjects and the Porteus mental age to give us information as to the probable degree of success in industrial subjects.

An industrial rating scale or an achievement chart has been found to be a valuable assistance in keeping an accurate account of the success of the child in industrial subjects. The achievement chart will be of more value in the training of the child, due to the fact that it will prove a distinct visual incentive to the child. Our method, which is not new or novel, is applicable to any group and is a check upon classification and upon the training the child is receiving. We made a careful analysis of each occupation in the institution, listing all steps or all operations a child may learn in any room or industry. For instance, in a cottage a child may learn to—dry scrub, polish brass, wash windows, make beds, etc. In a like manner all the occupations have been analyzed throughout the institution. A chart

*Porteus "Studies in Mental Deviations."

was made with these operations at the top and a removable strip for each child in the cottage, shop or room. We know that children may do the various operations with different degrees of success. The ability with which the child does the task is represented by colored stars—(1) a blue star indicates that the child does that operation *with close direction,*(2) a red star *with direction,* (3) a gold star *without direction.*

Each star, then, constitutes a rating and is dated and as the operation is performed with a larger degree of success the star of the higher step is super-imposed upon the other star, leaving the edge of the first star or stars showing. Of course this means a vast amount of work but we believe it is worth while and that it will give us a better idea as to the relative concrete learning capacity of the defective. The degree of enthusiasm with which this has been met by the children and those in charge, leads us to believe that all the time and energy spent upon these achievement charts will be more than justified.

Allow me to cite but a single instance. In our cottage of "live wires"—boys between the ages of ten and fifteen—one youngster was intent upon having all gold stars upon his slip, they being all gold except one, but was told that he had not learned to do that particular task satisfactorily but as soon as he had shown that he could, the laboratory would be notified and the star changed. One Sunday evening Richard came to the cottage mother and said, "I guess I get my gold star now. Come and see." She followed him to the bathroom where he proudly showed her how he had cleaned the fixtures and it was a very excellent job but in his delight at having successfully earned his gold star he accidently upset the cleaning fluid making a terrible spot upon the floor. When he saw what he had done he said "Oh! Gee! there goes my gold star!" This was a terrible blow to him but as far as we are concerned our work with that particular boy has been a success. We are developing initiative and we are certain he is properly classified in that group.

In academic subjects we find an Educational Attainment Scale of much value both in the classifying of the children as to classes and in measuring the degree of development and progress. The scale we use was developed by Mrs. C. E. Nash, Principal of School Dept. and S. D. Porteus, Director of Research, The Training School, standardized on normal children. It comprises tests in Reading, Spelling, Number-work and Comprehension. Each subject is divided into ten steps, the tenth step being equal to fifth grade work and every two steps

approximating a grade. Being divided into such small steps it is an easy matter to watch the progress of the child and objectively measure the results of our teaching and the abstract learning capacity of the child.

Experience has shown that it is not wise to attempt kindergarten instruction with defectives whose mental level is less than two years if any permanent results are expected. As a means of keeping the child occupied it may be satisfactory but otherwise it is of no value.

The question of classifying children in groups which shall receive academic training is one of the most serious both from the standpoint of the results to be obtained and the time consumed in the teaching of the subjects. If educators and parents, particularly the latter, can only be made to see the folly of attempting to teach the three R's to children incapable of ever making use of them a distinct step will have been made. Time and time again fond mothers, and equally fond fathers, make the repeated request that their child with a mental age of less than six years be taught to read and write. Perhaps it is too much for them to recognize the facts that their child cannot become an efficient member of society outside the institution and that he cannot learn to read and write. To attempt to teach a child with a mental age of less than six years the academic subjects is a definite waste of time and energy on the part of the teacher and likewise the child. Research has shown us that children with a Binet mental age of seven years and less make no use of reading either for profit or pleasure.

It is true that such children can frequently be taught to read but it will be purely mechanical and but little of the subject matter will be understood by them. We have found that where there is a difference of three or more between the reading score and the comprehension score that probably the reading is valueless, for the child will make little or no use of reading once he has passed outside the schoolroom door. With numberwork we have found that it is advisable to teach this work involving the use of pencil and paper only to children with a mental age above eight years. Regarding the whole educational classification of defectives we may say that it is not justifiable to give academic training to children whose Intelligence Quotient is below 50. Kindergarten instruction below the level of two years is not profitable; academic instruction should not be given at all to those children whose ultimate mental level is less than seven years.

The age at which the child shall be removed from the school

room and placed in the shop or in the industrial departments of the institution cannot be definitely stated for it all depends upon the particular child and not upon a general rule. It is very doubtful whether any training beyond the age of fourteen is profitable—that is it is doubtful whether there will be any definite progress beyond that age. We may find that the child will gain in comprehension to a slight extent and probably the child will gain in stability but other than that there is no gain. Again there may be children who will not learn, who have no interest in school work and who are continually problems to the teacher and disrupt the entire class when they are present. It is much better to place such a child on schedule—as we call placement in an occupation—outside the school where he will be definitely contributing to his support.

All defective children are not potential criminals and delinquents any more than the majority of us although it is true that their poor judgment and sluggish will power is more apt to make it harder for them to overcome temptation and consequently they become problems. Proper classification means much. A short time ago a classification was made of the children in the state colony for idiots at Woodbine. Here we had interesting revelations made to us. The majority of the children there were only a short time ago in our institution at Vineland where to a great degree they could —"just sit"—but such was not the case when they were placed by themselves, for here, with the blanketing influence of those so much brighter than themselves removed, they found their world, and many of the boys whom we considered unable to do a single useful thing may be found doing some useful tasks. It is not the plan to make of this colony a training institution but we may expect to find many children doing things in that institution all because they are in their proper environment. We may also expect to find imbeciles there doing excellent work as helpers because they are properly placed. In like manner all up and down the scale we may profit by proper classification making the training and the life of the child more useful in that we will build up the personal resources of the child.

From October first to March tenth 813 baskets of apples were issued for the children. The new orchard at Menantico will probably furnish double last year's crop now that it is coming into full bearing.

Studies of Outlets and Crops on Sewage Irrigated Areas *

Terra Cotta Pipe Lines Used and Several Designs of Concrete and Concrete-Protected Cast-Iron Outlets Tried—Comparative Yields of Irrigated and Non-Irrigated Land.

By George A. Mitchell

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As a result of studies of sewage outlets from laterals on small institutional sewage-irrigation areas in New Jersey, Pennsylvania and Delaware the Division of Agricultural Engineering of the United States Department of Agriculture, after trying several designs, has found one which promises to give satisfaction. The main features of the latest and presumably permanent type are a cast-iron outlet discharging horizontally, with the outlet and the sheet-steel uptake leading to it from the vitrified pipe lateral protected by a cone of concrete. This article will describe the several types and variations of outlets that have been tried and will close with some comparative yields of crops on sewage-irrigated and non-irrigated land. The investigations outlined have been carried on principally at the institutions listed in Table I.

Requirements for Sewage Irrigation. Before describing the studies, the fundamental principles of sewage irrigation for crop production will be stated: (1) The sanitary disposal of the effluent from the tanks. (2) Distribution of the sewage as evenly as possible over a sufficiently large area to make possible the most profitable crop production; from 50 to 100 people to an acre has proved successful, although a larger population per acre is permissible. (3) Construction of a system which may be operated with the minimum attention. (4) Choice of crops which will not endanger the success of the enterprise on account of technical or popular disapproval.

The Training School at Vineland, an institution for feebleminded children, has tried various methods of disposing of its sewage during the past twenty-five years. First a settling tank and then a septic tank was used. The effluent was first distributed over a small triangular plot of ground through furrows arranged in fan shape, then run into ponds and allowed to soak away. In 1913 about three acres of land were graded for irrigation and a 6-in. terra cotta pipe, with

Note: Although the farming operations at The Training School are of great importance, especially for their training value, we seldom take much space in the Bulletin. This article by Mr. Mitchell is so suggestive for other institution men that we have given it as fully as our space will permit. Editor.

8-in. Williams valves spaced at 20-ft. intervals, was laid across the upper end. At first the distribution was inefficient due to lack of devices for distributing the sewage flow into several equal streams and to lack of knowledge of how to prepare the fields.

Figs. 1 and 2—CONCRETE SEWAGE OUTLETS IN DITCH BANKS
Sewage distributed from ditch along upper side of field. Washout at A. Fig. 1, led to covered outlet, Fig. 2.

Concrete Outlets Set in Ditch Bank. The first successful distribution of the sewage evenly and systematically at The Training School was effected by setting concrete outlets, 4-ft. apart, in a ditch bank at the upper side of a field (Fig. 1). All the outlets intended for discharging at one time are set level. The defect in this outlet was that sewage would gradually wash the dirt bank away at the side of an outlet (as at A). Then as soon as the bank had been cut below the level of the outlet the bulk of the sewage would flow out at this one break.

Covered Outlet Tried. The next attempt was to make a covered outlet (Fig. 2). This is working with fair success. There are, however, two objections: (1) Unless watched so as to keep the top of the bank higher than the top of the concrete arch, the sewage is apt to spill over the top at the beginning of the flushing and gradually to form a crevasse; (2) the operators may dig little trenches through the bank instead of keeping the outlets in order. This method of distribution requires an open ditch, along the sides of which there will be rank weed growth unless kept down by hand labor. Horse cultivation cannot be practiced parallel to the ditch unless hand labor is afterward employed to make little furrows or ditches to connect the cement outlets with rows of crops to be irrigated. These crops are either planted on ridges, as in the case of mangels, or the rows are ridged after planting, by special cultivator teeth, as in the case of corn. The sewage then flows between the rows to the bottom of the slope. Some grading is necessary or at least advisable. That grading is not a serious hindrance to crop growing has been shown at The Training School at Vineland. Here the entire top soil of a consider-

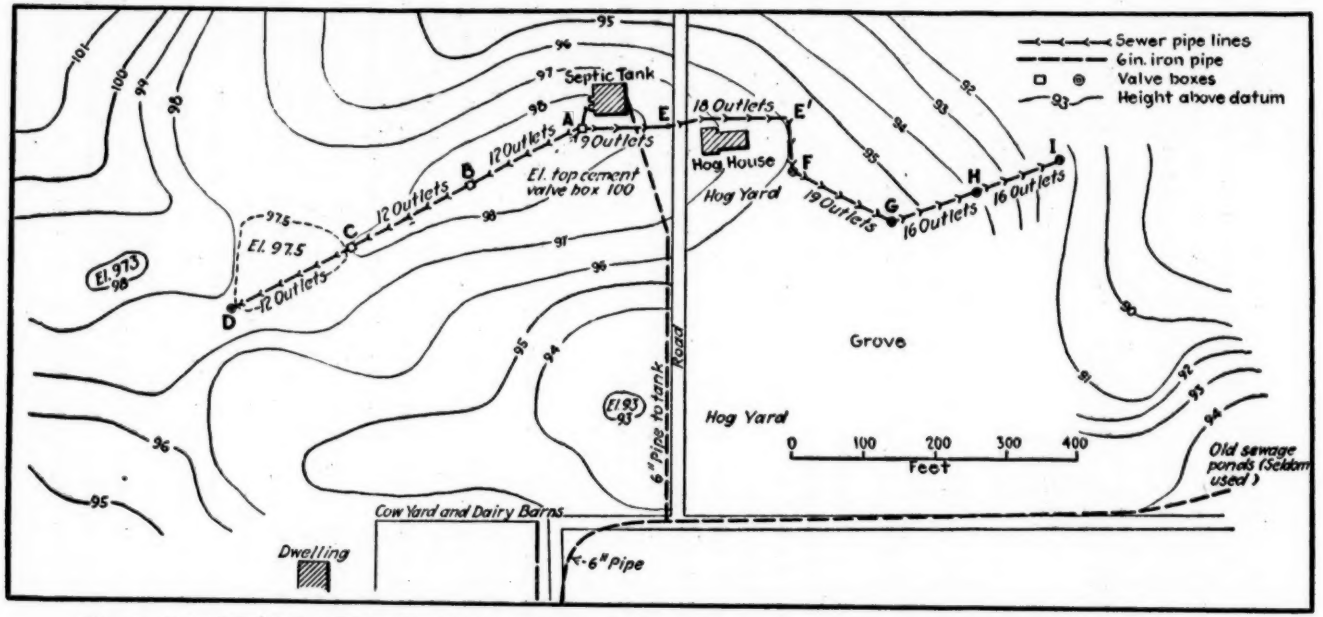

Fig. 3—LAYOUT OF SEWAGE FARM, STATE INSTITUTION FOR FEEBLE-MINDED, VINELAND, N. J.

able area was removed in 1913. On this subsoil corn would not grow 2-ft. high but the application of sewage alone quickly brought the productivity to maximum.

Concrete-Protected Outlets of 1920. The map (Fig. 3) shows a 500-ft. line of 8-in. terra cotta pipe, ABCD, divided into three sections by concrete valve boxes and provided with twelve outlets per section, one outlet being in the side of the valve box. The twelve outlets in each section are at the same level. There is a drop of 6-in. from section to section in the elevation of the outlets. If all the outlets on this 500-ft. line were at the same level the flow from each would be too small to reach to the end of each row of corn. When the system was installed the flow of sewage was about 250 gal. per minute. This gave 20 gal. per minute per outlet which has proven very satisfactory.

Corn has been grown on the sewage-irrigated area. Along the line EABCD (Fig.3) the corn is carefully drilled by the regular farm help so that every fourth row of corn is directly in line with an outlet. In subsequent cultivation the cultivator does not hit the concrete cones, at least not so as to injure them.

On the remainder of the line at the State Institution and in installations at other institutions, the irrigation outlets occur at every second row. This arrangement requires little hand work. The sewage flows down every other space between the corn rows, thus fertilizing and irrigating one side of every row.

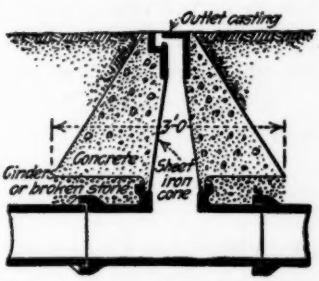

Fig. 4—THE 1923 OUTLET
Concrete cone, with uptake formed of sheet iron and outlet of cast iron.

Probable Permanent Outlet, 1923 Type. The 1923 outlet, which is probably the type that will continue to be used, is shown by Fig. 4. This outlet was used in the sewage irrigation plant for the State Reformatory for Women at Clinton, N. J., installed in November, 1922.

Caps. It was necessary at The Training School at Vineland and at the State Institution at Vineland at two locations to run distribution lines down a slight incline, making it impossible to have the outlets level. To meet this situation, in the top of 2-in. caps were drilled holes from ½ to 1-in. in diameter. These caps were screwed on the 2-in. pipe and surrounded by the concrete segment or cone.

These two distribution lines have functioned satisfactorily, although the number of outlets required to handle a given flow of sewage was miscalculated in both cases and it became necessary to cut the terra cotta pipe lines and insert valve boxes.

Valve Boxes. The first valve boxes were made square, of concrete or cemented brick. It was necessary to build wood forms for square concrete boxes. Eighteen-inch terra cotta pipe was used for three end valve boxes at the State Institution at Vineland, the top being a few inches above the ground level. For later installations sheet-iron forms were used to make concrete valve boxes with an 18-in. diameter. Finally new sheet-iron forms were made on the same plan as the original but for a valve box 2-ft. in diameter. This box seems to be satisfactory.

Time Required to Operate. The time required to operate the sewage irrigation system at the State Institution at Vineland, covering about fifteen acres, was recorded by the farm manager from April 23, 1921, to November 15, 1921. During these seven months 103 man-hours and 4 team-hours were expended.

At The Training School at Vineland, with a system covering six acres, the operating time was kept by the farm manager from Jan. 1, 1921 to Sept. 1, 1921. The work was done mostly by a high-grade inmate of the institution. Approximately 227 man-hours were spent. Boy-hours would be a better term, as the feeble-minded man in charge has the mentality of a boy.

Crop Results. Table II gives comparative crop results at four institutions from land irrigated and not irrigated with sewage.

TABLE I

INSTITUTIONS AT WHICH SEWAGE-OUTLET STUDIES WERE MADE

	Population 1922
State Institution for Feeble-Minded at Vineland, N. J. (daily discharge of sewage about 140,000 gal.)	970
Training School for Feeble-Minded, Vineland, N. J.	600
Lincoln University, Chester Co., Pa.	265
State Reformatory for Women at Clinton, N. J.	175
Woodbine Colony for Feeble-Minded Males, Woodbine, N. J.	150
Menantico Colony for Feeble-Minded Males, Vineland, N. J.	100
Delaware Colony for Feeble-Minded, Stockley, Del.	40

TABLE II

CROP RESULTS WITH AND WITHOUT SEWAGE IRRIGATION, YIELDS PER ACRE

The Training School at Vineland New Jersey

Shelled corn, yellow:

	Sewage Irrigated	Unirrigated
	Bu.	Bu.
1916	54	22½
1917	70	10 (no fertilizer)
1919	60	37 (6 tons stable manure per acre)

Silage Corn:

	Tons	Tons
1920	13½	12 (6 tons stable manure per acre)

The additional weight of the silage in 1920 on the sewage irrigated corn was mostly ears rather than stalk.

	Tons	Tons
1921	12	11 (soil made fertile by good treatment for several years)

State Institution for Feeble-Minded, Vineland, N. J.

Shelled corn, white:

	Bu.	Bu.
1919	33	12 (where fertilized only) 23 (where 10 tons manure per acre was used) 28 (where 20 tons manure per acre was used)

1920. All the corn was used for silage and was not measured. The gain from sewage irrigation was so remarkable as to elicit favorable comments from visitors.

Very small plots of sewage irrigated and unirrigated white corn left to ripen showed a yield of 13½ bu. on the unirrigated but lightly fertilized land and 46½ bu. on the irrigated. The white corn used at this State Institution makes a large yield of silage, but the yield of ripened grain seems to be less than in the case of the yellow varieties. The soil here previous to installation of the sewage irrigation plant was very poor.

Lincoln University, Chester Co., Pa.

Potatoes:

	Bu.	Bu.
1920	140	87

Corn (estimated)

1922	80	50

Eastern Pennsylvania State Institution for Feeble-Minded

Corn:

	Bu.	Bu.
1917	42	20

Mangels:

	Lb.	Lb.
1917	51,000	33,000

Sugar Beets:

1917	50,400	40,600

There were drouths in 1916 and 1917 at the time for the ears to set on the young corn. This accounts partially for the great gains from sewage irrigation in those years.

Summer School

The dates for the eighteenth session of Summer School have been fixed for July 14th, to August 22nd, 1924. The courses outlined for which credit is given are:

1. A series of lectures on the history of work with the mental deficients; their care, treatment and training—classifications; the causes and the methods for the prevention of this condition—the aims and results of the work and its bearing upon sociology and education.

2. (a) A course of lectures designed to make students familiar with the outlines of the psychology of feeble-mindedness.

It will deal with the following topics with special reference to mental defectives:—Definitions of intelligence; growth and development of the Brain; standardization, values and limitations of mental measurements; application and interpretation of standard tests; anthropometric measurements; rating scales for industrial and educational acquirements; studies of defective personalities.

(b) Demonstration clinics to show types of defectives; application of Binet, Porteus and other tests; discussion of case histories; examination of reports and recording systems; treatment of data.

(c) Practical work. Intensive personality and social studies involving methodical observation of behavior; demonstrations of clinical examination of well adjusted, psychopathic and delinquent cases; discussion of the relations of mental test findings to social adaptability.

This course is distinctly not intended to make mental diagnosticians. While some practice is given in the application of mental tests it is not primarily a course in mental testing but rather in child study. Its aims are to aid the student in more efficient observation of children, intelligent appreciation of mental examination results and knowledge of the psychology of mental defect.

3. (a) Lectures and discussions: Aims of special education, relation of school and institution, content of curriculum, organization of the special school, limitations and aptitudes of defectives, school room methods, class room discipline, child study in the school.

(b) Practical work: Class room observation, assigned studies of individual children, application of educational measurements of defectives.

This is a short intensive course, designed to assist teachers in the successful conduct of their classes and to give them a better understanding of their children, their reactions and possibilities. It is not intended as a course in manual training, physical culture, etc.

4. A series of lectures on the social phases of the work; the social history of the mentally deficient, heredity and home environment, the relation between mental defect and delinquency, the teachers relation to the community and to the organizations of the State.

Arrangements have been made whereby students may receive University Extension credits.

The 1924 announcements are now ready for distribution.

The Berkshire Industrial Farm, a school for the "problem boy," located at Canaan, N. Y., is about to begin, in cooperation with the Commonwealth Fund of New York City, a study of conduct disorders. The Berkshire Industrial Farm offers facilities which comprise a perfect laboratory for such a study in a highly scientific manner. A fine trade school is part of the equipment and also a new infirmary, designed to supply observation and special facilities for treatment of "disturbed" cases. A rich recreational program is also available in applying treatment. Dr. Clinton P. McCord, consulting psychiatrist to the Farm, who is director of the mental hygiene work in the public schools of Albany, and instructor in educational hygiene in the Albany Medical College, will visit the Farm regularly to direct the psychiatric research work. Dr. McCord will add to his staff for the conduct of this work, a resident psychologist, a psychiatric social worker and a secretary. The aim of the Commonwealth Fund and the Berkshire Industrial Farm in this joint project is to make an intensive study of conduct disorders with the material under prolonged observation and control. It is hoped that the work will prove of value to the country at large in indicating sound methods of treatment in dealing with "problem" boys who are inmates on commitment or otherwise of private and public institutions. Work will be started as soon as the staff which is being carefully selected has been secured.

Recent work in psychology has shown that there are differences in intelligence type which are nearly as important as differences in intelligence level. These differences of type still further complicate the diagnosis of feeble-mindedness and the consequent educational treatment.

DOLL

A Visit to Menantico Colony

M. F. Alstetter

It seems like magic to find the prosperous fields of Menantico in the midst of hundreds of acres of waste land covered with scrub oak and pine. The picture does not change at a touch however, as it does in fairy stories for the well built cottages and farm buildings are most substantial. The trim lawns and flower beds are beautiful enough to grace a tale of magic but they are as real as the welcome that everybody, from Mr. Merithew to the newest boy gives a visitor at the Colony.

The spreading fields of tall corn, the acres and acres of fruit and vegetables, the sleek cows and fat hogs did not come into being at the touch of a wand, but many years of patient labor in heat and cold. The brown faces of the boys and the well developed bodies show that the benefit of labor here has not gone to the land alone. The neighbors near the Colony share also in the good of a successful experiment, for good roads and increased land values have come because the Colony is there.

While the days are filled with useful activity for every boy on the place, the play side has not been neglected and the well kept ball diamond and other means of entertainment bear testimony to many a good time throughout the year.

After a visit to Menantico, somehow it is not the tall corn or the big barns that one remembers—it is the spirit of the place, a spirit of usefulness and happiness and contentment. And I am not sure but that after all it was magic that made Menantico possible, the magic of love.

A re-definition of the objectives of special class education for the feeble-minded is needed. This re-definition must take account of the social and industrial capabilities of the feeble-minded as demonstrated by recent experiments throughout the country, revealing that with a suitable background of training and a suitable system of supervision a very large number of the feeble-minded can be made self-supporting.